Guided Reading Observation Guide

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| Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Grade | | | | | |
|  | | | | | | | K | 1 | 2 | 3 | 4 | 5 |
| Text Level | | | | | | Title of Book: | | | | | | | |
| A | B | C | D | E | |
| F | G | H | I | J | |
| K | L | M | N | O | |
| P | Q | R | S | T | |
| U | V | W | X | Y | |
| Z |  |  |  |  | |
| Component | | | | | Observation Notes | | | | | | | | |
| INTRODUCTION TO THE TEXT | | | | |  | | | | | | | | |
| Depending on the needs of the group you may see/hear in the conversation…  Title of the text  Predictions (What do you think this text will be about?)  Talk about the main idea of the whole story.  Activating schema  (Does this remind you, Have you ever….)  Explanations of important ideas and concepts  Discussion of the plot or theme of the whole book  Say and sometimes have children repeat language patterns that are unfamiliar  Picture walk with discussion to help children discover information in the pictures  Discuss the characters in the story  Call attention to the structure of the text; “How the book works”  Introducing new and important words through letter sound relationships, clusters in the words, proper names, etc  Using some new vocabulary found in the story  Calling attention to text features, text layout.  Leave the children with one or two clear questions that will focus their reading as a continuing impulse to seek meaning of their reading.  READING THE TEXT  Depending on the level of the child you may see/hear  The students:  Read the entire book or chapter  Softly read at the same time or read silently at the same time  Teachers will:  Make notes to assess their teaching as well as drive their instruction  Teacher might:  Capture what the child is doing at the point of error  (Has no strategy; depends on the teacher, uses pictures, rereads, sounds out the word or finds a part they know)  Listen to the students read one at a time offering guided feedback using questions such as:  Did it make sense?  Does it sound right?  Does it look right?  Model fluent reading  Offer praise when a child uses a strategy to solve words  The teacher asking, a student to softly read so she can listen, possible with a brief check on their thinking about the text  AFTER READING THE TEXT  You might see the teacher:  Inviting the students to discuss the text reflecting on the focus the teacher left them with in the introduction  Other discussions which may focus on: Chapter interpretation, setting, plot, portion of the text, vocabulary  Engage students in word work | | | | |  | | | | | | | | |